DOCUMENT RESUME

ED 393 393 HE 029 069

AUTHOR Aguirre, Francisco; Hawkins, Linda
TITLE Why Reinvent the Wheel? Let's Adapt Our Institutional Assessment Model.
PUB DATE 22 Feb 96
NOTE 58p.; Paper presented at the New Mexico Higher Education Assessment Conference (Albuquerque, NM, February 22, 1996).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Accountability; Advisory Committees; *Business Education; Cluster Grouping; *College Outcomes Assessment; Community Colleges; Educational Assessment; *Evaluation Methods; Higher Education; Needs Assessment; Policy Formation; Program Evaluation; Resource Allocation; *Strategic Planning
IDENTIFIERS Integrated Assessment and Strategic Planning; *New Mexico State University Alamogordo

ABSTRACT

This paper reports on the implementation of an Integrated Assessment and Strategic Planning (IASP) process to comply with accountability requirements at the community college of New Mexico State University at Alamogordo. The IASP model adapted an existing compliance matrix and applied it to the business college program in 1995 to assess and improve program offerings and student learning. The model involves assessment of different program areas (clusters) on a rotating schedule over several years. The on-going business cluster assessment was originally expected to take 2.5 years to complete but initial success has allowed reduction of the timeline to 1.5 years. Assessment tools include surveys from the community, students, faculty, and employers; the new student data form; a survey of withdrawing students; and a high school survey. When all the data are collected, strengths and concerns will be evaluated. Extensive attachments include timelines, the matrix, and survey forms. (Author/NAV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Why Reinvent the Wheel?
Let's Adapt Our Institutional Assessment Model

ED 393 393

by

Francisco Aguirre
Business Program Coordinator
Linda Hawkins
Outcomes Assessment Coordinator

New Mexico State University-Alamogordo
P. O. Box 477, Alamogordo, NM 88311-0477

paper presented at the
New Mexico Higher Education Assessment Conference
Albuquerque, New Mexico
February 22, 1996

HE029069

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Francisco Aguirre

Linda Hawkins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Why Reinvent the Wheel?
Let's Adapt Our Institutional Assessment Model

Discussion

NMSU-Alamogordo, a 2300 headcount branch community college of New Mexico State University, actively implemented an Integrated Assessment and Strategic Planning (IASP) process as the best vehicle to comply with a myriad of accountability requirements. These requirements include the Student Right-to-Know and Campus Security Act, the 1992 amendments to the Higher Education Act, the Carl D. Perkins Vocational and Applied Technology Educational amendments of 1990 (Public Law 101-392) and other external sources. They and our own desire to assess and improve program offerings and student learning drive our continued assessment efforts. ***SPRE and the NMSU-A Integrated Assessment and Strategic Planning (IASP) Process: What We've Learned and Where We're Going*** (Twomey, Lillibridge, Hawkins, Reidlinger, 1995). The operation of IASP is described in the 1994 edition of ***A Collection of Papers on Self-Study and Institutional Improvement*** (Leas & Lillibridge, 1994). This paper reports how we took the matrix designed from the SPRE Compliance Matrix which was described in ***Development of the SPRE Compliance Matrix for NMSU-A*** (Hawkins & Lilllibridge, 1995) and adapted it for use in a program cluster assessment for NMSU-Alamogordo during Fall 1995.

Outcomes Assessment Plan - Overall Timeline

A program cluster at NMSU-Alamogordo, consisting of the full time and associate business college instructors, volunteered to develop the model for future program cluster assessments. They are called the Business Cluster.

The concept for program cluster assessment was developed as part of an institutional

outcomes assessment plan. IASP evolved from a faculty-driven, self-study process developed fours years ago. IASP was modified when it became apparent that having the faculty assess all classes was an overwhelming task. Instructional divisions were divided into program and/or subject clusters. The clusters would be assessed on a rotating schedule over several years. A timeline was developed for programs to be evaluated periodically. (Attachment A - Timeline, NMSU-A Outcomes Assessment Project). The purpose of cluster assessment is to avoid "settling for face-compliance in lieu of real assessment." The college resolved that it was possible that, by doing less assessment, it might achieve higher quality assessment, ***SPRE and the NMSU-A Integrated Assessment and Strategic Planning (IASP) Process: What We've Learned and Where We're Going*** (Twomey, Lillibridge, Hawkins, Reidlinger, 1995.)

Business Cluster Plan

NMSU-Alamogordo business faculty met and adapted a Business Cluster Matrix of Outcomes, Possible Assessment Tools, Data Collection, Data Use and Timeline (Attachment B - Business Cluster Matrix), from a previous matrix developed for the entire college, ***Development of an Assessment Package for NMSU-Alamogordo, New Mexico*** (Himebrook, Twomey, Beck, Flores & Elliott, 1992) and the SPRE Compliance Matrix. From the Business Cluster Matrix, the faculty can develop the business cluster goals and a timeline. With the adoption of the Business Cluster Matrix, the program cluster assessment process is driven by the mission and purposes of NMSU-Alamogordo. This also assures that all efforts in the business cluster assessment meet the various external accountability requirements.

Business Cluster Goals

The Business Cluster defined its mission as "to assess the business and economics cluster

as to outcomes based on surveys of student and business satisfaction." Following the ratification of the original mission, the secretarial administration program was added to the Business Cluster assessment program.

Objectives for the Business Cluster include a continuous assessment tool to "fine tune" the business and economics curriculum to meet customer needs. Customers include present and potential students, Otero County businesses, and the Holloman Air Force Base civilian and military workforces. An additional objective includes developing assessment tools to determine student success. The cluster is looking for a way to get feedback from transfer institutions such as New Mexico State University and the Community College of the Air Force. Critical suggestions from local alumni and local business are also important.

Business Cluster Timeline

Because the Business Cluster is a model for future program cluster assessments, it was originally given two and a half years to develop, design, implement, and evaluate its program assessment. The first six months were spent reviewing the literature and becoming familiar with accountability issues outside the classroom environment. The next full year is for the development of the assessment plan, locating its data sources, and any development time that may be required for surveys. The second year is designed to evaluate the data generated from the assessment of the various organizations, students, community, and employers. The Business Cluster will write the report and begin the implementation of the recommendations generated from the cluster assessment. Because the Business Cluster assessment program has been so successful, the timeline was reduced to a year and a half. The results from the Business Cluster assessment may be integrated into the planning phase of the two-year IASP process that starts

again in the Fall of 1996.

Business Cluster Organization

The organization of the Business Cluster included all faculty, both full time and associate, and the Outcomes Assessment Coordinator from the Office of Institutional Effectiveness. The chair of the Business Cluster is the program coordinator. Advisory boards, economic statistics from the New Mexico Department of Labor, and interested community members could also be included in the organization of a program cluster assessment. Since the Business Cluster is a model and much of the development work was new and unproven, the Business Cluster decided to keep its membership small and representative of NMSU-Alamogordo faculty and administrative staff. (Attachment C-Progress Report)

Budget Issues

As with any plan, it remains a vision until funded. Two approaches are recommended. If grant monies can be obtained, as Occupational Business students are included in the assessment process, the Office of Institutional Effectiveness can include the cost of the assessment tools in its grant writing efforts. As an almost last resort, the business program must budget for survey instruments, processing costs, and a prorated share of the Office of Institutional Effectiveness staff time for collating the data into useful information.

Another issue faced by the program coordinators is the loss of valuable teaching time to conduct the survey(s) in class. A minimum of 20 minutes is used per class, which should be made up sometime during the semester. Although faculty can readily see the mission-driven need to conduct data gathering surveys, they are reluctant to use class time.

Implementation Plan

After the Business Cluster assessment plan was finalized, data collection instruments needed to be selected. The Business Cluster determined that many assessment tools were already available or could be compiled from data sources at the college. However, it was apparent that they needed to ask the students, employers, and the general community for its assessment of the business and secretarial administration courses.

1996 NMSU-A Community Survey

The Office of Institutional Effectiveness developed the 1996 NMSU-A Community Survey (Attachment D). The survey will be mailed to selected postal routes in Alamogordo and Holloman Air Force Base, New Mexico, in March 1996. The Business Cluster felt that the general demographic information will serve as a baseline for its cluster assessment program from the local community.

Student Satisfaction Survey

Business students were surveyed in Fall 1995 using the Student Satisfaction Inventory™ (Attachment E), a well-designed instrument developed by Noel-Levitz Centers, Inc. The survey was distributed by each business instructor in class. The students completed the survey and returned it for extra credit. Questions on the Student Satisfaction Survey™ describe an expectation of the students and ask the student how important it is for the college to meet that expectation. The students are then asked to tell the college how satisfied they are with the way the college met their expectations. The designers of the survey suggested that the Business Cluster would learn about the following areas:

- Which aspects of the campus do our students care most about?

- Which aspects of our campus do students find most and least satisfying?
- How can we best meet student expectations?
- How do our students' responses compare with students' responses at other community colleges?

The Business Cluster could add some questions specific to local program issues. Because the cluster is serving as a model, the business faculty has developed some "lessons learned" for future clusters who want to use the Student Satisfaction Inventory.

Employer Survey

Working in a joint effort with the Office of Institutional Effectiveness, the Business Cluster is in the early development of a comprehensive employer survey. The purpose will be to check with the employers to see if the business students are receiving the kind of education that meets the needs of the local business community. Also, the Business Cluster is interested in determining future educational needs of local businesses. The current plan is to conduct on-site interviews with a random sample of employers. Since there is an institutional and program need for this information, a joint effort will be made to ask local employers only once. The plan is to have the interviews conducted in a professional, efficient, and effective manner and not duplicate other campus efforts.

New Student Information

The Business Cluster needed to determine the students' goals for each class. Currently NMSU-Alamogordo is using a form, New Student Data Form (Attachment F), attached to the application for admission. The form asks for the students' goal in applying to NMSU-Alamogordo and the students' planned areas of study. Although the data from the New Student

Data Form provides some information, the Business Cluster has decided to formalize a practice that each instructor is already doing in the classroom.

On the first day of class, each instructor has been asking students general information on why they are taking the class. The overall effort is for the instructor to discover what the students know. This also helps the instructor to understand what the students need to get from the class. The instructors felt that this process could be formalized and unified so it could be tabulated and reviewed by the cluster. The Business Cluster is also designing a short survey to ask the students at the end of the course to determine if the course met their goals.

Other Survey Instruments

The Business Cluster Matrix also called for other assessment tools: a withdrawing student survey, a high school survey, and a faculty survey. These assessment tools are being developed in other areas of the college. The Business Cluster hopes to use relevant data from these surveys for the Business Cluster assessment.

Lessons Learned

The program cluster assessment is a new concept at NMSU-Alamogordo. Currently, the Business Cluster is implementing its assessment plan. As the model for future cluster assessment, the Business Cluster has developed a system for recording the lessons that they learned along the way.

Planning Issues

Planning for a program cluster assessment, the cluster needs to adapt from the SPRE Compliance Matrix (1995) and the NMSU-Alamogordo Matrix of Outcomes, Possible Assessment Tools, Data Collection, Data Use, Timeline (1992), its own cluster matrix. This

matrix will become a critical part of the development of the cluster assessment plan. Since the matrix is tied back to the college's mission and purposes, the cluster efforts are within the total efforts of the college. The matrix will determine the outcomes, assessment tools, data collection, and data uses. A timeline is incorporated into the matrix. The cluster organization needs to be developed with defined roles for faculty, administrative support, and external resources, such as advisory boards, governmental sector support, and community sector support. The cluster needs to set its own mission, purposes, and goals for the assessment plan. The cluster timeline should drive the implementation of the plan. The result of the assessment plan is to take the information gathered from the cluster assessment and have it become part of the IASP, the strategic planning process at NMSU-Alamogordo.

Environmental Scanning

The Business Cluster needs to scan the environment and become aware of local economic and environmental issues. Through membership by faculty in service organizations, chambers of commerce and the advisory councils, this requirement is being met.

Student Surveys

Student Satisfaction Inventory™ - We experimented with sending the survey home with the student. A second batch of students completed the survey in class. From a visual comparison inspection of the separate batches of student surveys, it appears to the authors that the students did a better job completing the survey in class. The Business Cluster will have to evaluate which system is better.

- The Student Satisfaction Inventories™, developed by Noel Levitz, should be distributed between the fortieth day of the semester and the college's withdrawal date.

- A detailed explanation as to the purpose of the survey needs to be given to the student.
- The Business Cluster suggests that a video explaining how the individual student will benefit may be helpful.
- Students should not take the surveys home. The surveys completed in class produced better results. The Business Cluster is recommending that a 20 minute block be built into the syllabus so the instructor can monitor the survey and help the students.

Miscellaneous Challenges

- NMSU-Alamogordo has many short courses on and off campus. A system to survey the students in the short courses needs to be developed.
- The Business Cluster felt that a process for an exit interview when a student drops a class or withdraws from the college is important.

Future Plans

Reporting Issues

Once the data is collated into a user friendly format, the Business Cluster will assess and determine strengths and concerns. Strengths are used for advertising and publicity efforts to market our discipline. Strengths are also used to make course assignments, curriculum design and allocation of resource decisions. For example, based on faculty expertise, the decision was made to teach Spanish for Business Professionals as several of our faculty members are truly bilingual. Also, since many faculty have experience in the small business area, the cluster decided to add a

concentration in Entrepreneurship to be detailed in the 1996-1997 NMSU-Alamogordo catalogue.

Concerns drive proactive plans if within the cluster domain. Concerns on such issues as safety and security drive recommendations to the Campus Committee on Safety - a prime concern was safety in the parking lots for example. Concerns on scheduling drove an effort to schedule classes earlier in the day time to meet the needs of students who can attend a class before entering work plus scheduling classes off campus when business partnerships are cooperative. We are actively pursuing efforts to be certified in the accounting sector and the management sector, and we are exploring other areas students feel certification would help their employment efforts.

All strengths and concerns derived from the assessment are validated against the mission of the institution and competencies required by the various agencies.

Form Design

To minimize the administrative burden and load on faculty, we are attempting to use readily available commercial data collection forms. Pre and post surveys on student expectations, for example, should be simple, easy to administer, and easily collated. The information derived will then be used to make quick adjustments rather than drive major changes, unless a major trend is recognized. The forms will be used each semester and tracked within the discipline so faculty can respond quickly and adjust syllabi if necessary. This requirement should be part of the ongoing assessment effort.

Cluster Report to Community

Once the assessment is complete, reporting to the community is a must. The community must be aware first of the institution's mission. Second, the community should be informed and asked to participate in formulation of strengths and concerns for proactive plans to meet these

challenges.

The Business Cluster Committee cannot meet with each demographic group that makes up the community. However, we can target those groups we perceive are most interested and, using the Delphi Approach, can narrow dissemination of information to those groups that are stakeholders in the educational and training processes. For example, the Business Advisory Board composed of representatives from the Holloman Civilian Work Force Human Resource Offices, the New Mexico Department of Labor, the banking industry, the Alamogordo Chamber of Commerce and the Hispano Chamber of Commerce and a representative from the Alamogordo Public School District will be invited to participate. The synergy of this group should help the Business Cluster to adjust its vision and strategies if required.

Standard mechanisms include making available to the public bound copies in the Alamogordo Public Library and in the Townsend NMSU-A Library. In addition, publicity can be generated through our marketing department. The local newspapers and media are most cooperative. The cluster should use such marketing techniques as a return post card to be included in the report, e-mail addresses of Business Cluster committee members, office telephone numbers, and other tactics requesting responses. A deadline must be set for pragmatic reasons.

Business Cluster Response to Community Concerns

One advantage of a relatively small institution is flexibility. Even though policies and procedures are primarily developed through the College of Human and Community Services with input from the New Mexico State University branches, mechanisms exist to rapidly respond to training and educational needs of the community. Through the Weekend College, Interim Courses, Special Topic Courses, and Community Education, needs can be addressed and fulfilled.

The Job Applicant Bank maintained by the Business Cluster is the primary source of pre-qualified experts in the field to cover almost any subject.

Once a need is identified and made known, we can design a course and provide an instructor normally within one semester. For example, a need was expressed by Holloman military for a supervision course in spring semester 1995. Within seven days, the need was fulfilled. Administration, the Holloman Education Center, and the Business Program Coordinator worked to make it happen.

Conclusion

Let us not reinvent the wheel. Take your institutional strategic assessment plan and adapt it. Our goal is to meet the needs of our students and communities within the guidelines set by the State Legislature, the Commission on Higher Education, and our accreditation councils. To do this we must stop, reflect, and modify our direction if necessary. But let us refrain from creating bureaucratic nightmares, overloading the faculty, and boring the community with too many assessment tools.

References

Himebrook, R., Twomey, J., Beck, D., Flores, K., & Elliott, S. (1992). Developing a Process for Improvement Through Assessment of a Two-Year Branch Community College. Alamogordo, NM: New Mexico State University-Alamogordo.

Hawkins, L. & Lillibridge, F. Development of the SPRE Compliance Matrix for NMSU-A. Alamogordo, NM: New Mexico State University-Alamogordo.,

Leas, D. & Lillibridge, F. (1994, March). Using the self-study and institutional assessment to facilitate positive change. In A Collection of Papers on Self-study and Institutional Improvement, 1994 (pp. 36-39). Chicago, Il: North Central Association of Colleges and Schools.

Twomey, J., Lillibridge, F., Hawkins, L., & Reidlinger, C. (1995, March). SPRE and The NMSU-A Integrated Assessment & Strategic Planning (IASP) Process: What We've Learned and Where We're Going. Alamogordo, NM: New Mexico State University-Alamogordo

TIME LINE
NMSU-A OUTCOMES ASSESSMENT PROJECT

DRAFT 7-11/21/95

INTENT MODULE

Description	Fall 95	Sp 96	Fall 96	Sp 97	Fall 97	Sp 98	Fall 98	Sp 99	Fall 99	Sp 00	Fall 00	Sp 01	Fall 01	Sp 02	Fall 02	Sp 03	Fall 03	Sp 04	Fall 04	Sp 05	Fall 05	Sp 06	Fall 06	Sp 07
Student Intent	■		■		■		■		■		■		■		■		■		■		■		■	
Former Student Satisfaction		■		■		■		■		■		■		■		■		■		■		■		■
Employer Satisfaction		■		■		■		■		■		■		■		■		■		■		■		■

STUDENT SURVEY MODULE

Description	Fall 95	Sp 96	Fall 96	Sp 97	Fall 97	Sp 98	Fall 98	Sp 99	Fall 99	Sp 00	Fall 00	Sp 01	Fall 01	Sp 02	Fall 02	Sp 03	Fall 03	Sp 04	Fall 04	Sp 05	Fall 05	Sp 06	Fall 06	Sp 07
Extensive Student Survey				■						■						■								

NMSU-A EMPLOYEE MODULE

Description	Fall 95	Spg 96	Fall 96	Spg 97	Fall 97	Spg 98	Fall 98	Spg 99	Fall 99	Spg 00	Fall 00	Spg 01	Fall 01	Spg 02	Fall 02	Spg 03	Fall 03	Sp 04	Fall 04	Sp 05	Fall 05	Sp 06	Fall 06	Sp 07
NMSU-A Effectiveness Survey			■				■				■				■				■				■	

COMMUNITY MODULE

Description	Fall 95	Spg 96	Fall 96	Spg 97	Fall 97	Spg 98	Fall 98	Spg 99	Fall 99	Spg 00	Fall 00	Spg 01	Fall 01	Spg 02	Fall 02	Spg 03	Fall 03	Sp 04	Fall 04	Sp 05	Fall 05	Sp 06	Fall 06	Sp 07
Employer Survey								■												■				
Alumni Survey						■												■						
Key Leaders Survey				■												■								■
Comprehensive Community Survey		■								■												■		

ATTACHMENT A

BEST COPY AVAILABLE

COMPLETER MODULE																								
Description	Fall 95	Sp 96	Fall 96	Sp 97	Fall 97	Sp 98	Fall 98	Sp 99	Fall 99	Sp 00	Fall 00	Sp 01	Fall 01	Sp 02	Fall 02	Sp 03	Fall 03	Sp 04	Fall 04	Sp 05	Fall 05	Sp 06	Fall 06	Sp 07
Students: Transfer students Completer students	Required by Student Right to Know and Lonestar System																							
Transfer institutions: NMSU Other Universities																								

PROGRAMS ASSESSMENT MODULE																									
Description	Fall 95	Spg 96	Fall 96	Spg 97	Fall 97	Spg 98	Fall 98	Spg 99	Fall 99	Spg 00	Fall 00	Spg 01	Fall 01	Spg 02	Fall 02	Spg 03	Fall 03	Spg 04	Fall 04	Spg 05	Fall 05	Spg 06	Fall 06	Spg 07
BUSINESS, HUMANITIES & SOCIAL SCIENCES																									
CLUSTER I: Business Business/Economics	★	■	■	▬	▬	▬	▬	▬	▬	▬	▬					■	■	■	■	▬	▬	▬	▬	▬
Secretarial Administration	★	■	■	▬	▬	▬	▬	▬	▬	▬	▬					■	■	■	■	▬	▬	▬	▬	▬
SBDC	★	■	■	▬	▬	▬	▬	▬	▬	▬	▬					■	■	■	■	▬	▬	▬	▬	▬
CLUSTER II: Developmental University Studies	■	■	■	▬	▬	▬	▬	▬	▬	▬	▬					■	■	■	■	▬	▬	▬	▬	▬
CCDE/CCDN/ESL/Reading	■	■	■	▬	▬	▬	▬	▬	▬	▬	▬					■	■	■	■	▬	▬	▬	▬	▬
Placement, Writing Center	■	■	■	▬	▬	▬	▬	▬	▬	▬	▬					■	■	■	■	▬	▬	▬	▬	▬
CLUSTER III: Communications English 111, 112, 211, 218/COMM				■	■	■	■	▬	▬	▬	▬					▬	▬	▬	▬	■	■	■	■	▬
CLUSTER IV: Humanities English Literature				■	■	■	■	▬	▬	▬	▬					▬	▬	▬	▬	■	■	■	■	▬
Geography				■	■	■	■	▬	▬	▬	▬					▬	▬	▬	▬	■	■	■	■	▬
History/Government				■	■	■	■	▬	▬	▬	▬					▬	▬	▬	▬	■	■	■	■	▬
Philosophy				■	■	■	■	▬	▬	▬	▬					▬	▬	▬	▬	■	■	■	■	▬
CLUSTER V: Languages German				■	■	■	■	▬	▬	▬	▬					▬	▬	▬	▬	■	■	■	■	▬
Linguistics				■	■	■	■	▬	▬	▬	▬					▬	▬	▬	▬	■	■	■	■	▬
Spanish/Spanish Lab				■	■	■	■	▬	▬	▬	▬					▬	▬	▬	▬	■	■	■	■	▬
CLUSTER VI: Behavorial Science Anthropology								■	■	■	■					▬	▬	▬	▬	▬	▬	▬	▬	■
Psychology								■	■	■	■					▬	▬	▬	▬	▬	▬	▬	▬	■
Sociology								■	■	■	■					▬	▬	▬	▬	▬	▬	▬	▬	■
Social Work								■	■	■	■					▬	▬	▬	▬	▬	▬	▬	▬	■
Women's Studies								■	■	■	■					▬	▬	▬	▬	▬	▬	▬	▬	■
CLUSTER VII: Education Educ/ECED/CEP/PE								■	■	■	■					▬	▬	▬	▬	▬	▬	▬	▬	■

BEST COPY AVAILABLE

PROGRAMS ASSESSMENT MODULE																								
Description	Fall 95	Sp 96	Fall 96	Sp 97	Fall 97	Sp 98	Fall 98	Sp 99	Fall 99	Sp 00	Fall 00	Sp 01	Fall 01	Sp 02	Fall 02	Sp 03	Fall 03	Sp 04	Fall 04	Sp 05	Fall 05	Sp 06	Fall 06	Sp 07
MATHEMATICS, SCIENCE, & TECH																								
Group A - Biology		■	■	■	■																			
Group A - Chemistry		■	■	■	■																			
Group A - Medical Lab Tech		■	■			■	■			■	■			■	■									
Group A - NAACLS Reaccre Asses		■	■	■	■																			
Group B - Develop Math						■	■	■	■															
Group B - Math Learning Center (Portions will be evaluated yearly)						■	■	■	■															
Group B - Math						■	■	■	■															
Group B - Engineering						■	■	■	■															
Group C - Computer Science										■	■	■	■											
Group C - Computer Center (Computing Comm & student critiques utilized each year)										■	■	■	■											
Group C - Electronic Technology										■	■	■	■											
Group C - Physics										■	■	■	■											
Group C - Geology										■	■	■	■											
Astronomy																								

BEST COPY AVAILABLE

PROGRAMS ASSESSMENT MODULE																								
Description	Fall 95	Sp 96	Fall 96	Sp 97	Fall 97	Sp 98	Fall 98	Sp 99	Fall 99	Sp 00	Fall 00	Sp 01	Fall 01	Sp 02	Fall 02	Sp 03	Fall 03	Sp 04	Fall 04	Sp 05	Fall 05	Sp 06	Fall 06	Sp 07
PROTEC, ABE, & FINE ARTS																								
ABE																								
Art																								
EMT																								
Nurse Aide	■		■		■		■		■		■		■		■		■		■		■		■	
Nursing	■		■		■	■ NLN	■		■		■		■		■		■		■		■		■	
Paralegal-Criminal Justice																								
Photography																								
Animal Science																								
Fire Science																								
Tech Prep																								
Aircraft Maintenance																								
Music																								
Nutrician																								
Art Tech																								

BEST COPY AVAILABLE

NEW MEXICO STATE UNIVERSITY AT ALAMOGORDO
MATRIX OF OUTCOMES, POSSIBLE ASSESSMENT TOOLS, DATA COLLECTION, DATA USE, TIME LINE
BUSINESS CLUSTER - 1995-96/1996-97
Draft-2/12/96

A. ACADEMIC ACHIEVEMENT

Revised 11/16/95; [d:\...\outmtrix.1]

OUTCOME (purpose number)	POSSIBLE ASSESSMENT TOOL	DATA COLLECTOR	USER	SUGGESTED TIME LINE
2. Education for Transfer Students *(f) Number & Rate Who Transfer* *(g) Performance After Transfer* (3) Ability to Complete (4) Maintenance of Records	GPA of transfer students	Asst Provost-SS/CHE/IE	Program Coord/Div Heads/Asst Provost-SS/Associate Provost/IE	Semester
	Graduate survey	Career Center/Asst Provost-SS/IE	Program Coord/Div Heads/Asst Provost-SS/Assoc Provost/IE	Annual
	Job placement	Career Center/Asst Provost-SS	Program Coord/Div Heads/Asst Provost-SS/Assoc Provost/IE	Annual

NEW MEXICO STATE UNIVERSITY AT ALAMOGORDO
MATRIX OF OUTCOMES, POSSIBLE ASSESSMENT TOOLS, DATA COLLECTION, DATA USE, TIME LINE
BUSINESS CLUSTER - 1995-96/1996-97

B. STUDENT DEVELOPMENT

OUTCOME (purpose number)	POSSIBLE ASSESSMENT TOOL	DATA COLLECTOR	USER	SUGGESTED TIME LINE
1. Lifelong Educational Needs *(a) Student Goal Attainment* (17) e. Student Enrollment Goals	Survey of present students-Noel/ Levitz "Student Satisfaction Inventory"	Outcomes Assessment Comm/Business Cluster	Business Cluster/IE/Academic Council/Asst Provost-SS/Assoc Provost	November, 1995
	Survey of high school students	Outcomes Assessment Comm/Business Cluster	Business Cluster/IE/Academic Council/Asst Provost-SS/Assoc Provost	As required; at least every 5 yrs
	Survey of community attitudes	Outcomes Assessment Committee	Business Cluster/IE/Academic Council/Asst Provost-SS/Assoc Provost	March, 1996
	Survey of local businesses	Outcomes Assessment Comm/Business Cluster	Business Cluster/IE/Academic Council/Asst Provost-SS/Assoc Provost	Spring, 1996
	Survey of students-formalized "Pre & Post" student goal surveys within classroom; "Pre" student survey will ask students why they are taking the class, "Post" student survey will ask the student if the class met his/her expectation	Business Cluster & IE	Business Cluster & IE	Pilot second 8 weeks, Spring 1996; begin Fall 1996

BEST COPY AVAILABLE

NEW MEXICO STATE UNIVERSITY AT ALAMOGORDO
MATRIX OF OUTCOMES, POSSIBLE ASSESSMENT TOOLS, DATA COLLECTION, DATA USE, TIME LINE
BUSINESS CLUSTER - 1995-96/1996-97

C. INSTRUCTIONAL PROGRAM QUALITY AND DEVELOPMENT

OUTCOME (purpose number)	POSSIBLE ASSESSMENT TOOL	DATA COLLECTOR	USER	SUGGESTED TIME LINE
1. Lifelong Educational Needs *(a) Student Goal Attainment* *(b) Persistence* *(c) Degree Completion Rates* (17) a. Completion Rates b. Withdrawal Rates c. Placement Rates d. Pass/Licensure Rates 6. Assessment of existing programs *(a) Student Goal Attainment* *(b) Persistence (Fall to Fall)* *(c) Degree Completion Rates* (17) a. Completion Rates b. Withdrawal Rates c. Placement Rates *(f) Number & Rate Who Transfer* *(g) Performance After Transfer* (3) Ability to Complete (4) Maintenance of Records *(h) Client Assessment/Programs* (9) Program Quality & Fees 7. Plan, implement, assess new programs *(e) Employer Assessment of Students* (17) a. Completion Rates c. Placement Rates e. Student Enrollment Goals *(f) Responsiveness to Community Goals* (17) a. Completion Rates	Documentation of coordination of course offerings with degree/program requirements	Program coordinator/ Division Head/ Academic Council	Program coordinator/Academic Council/Asst Provost-SS/Assoc Provost/ Division Head	Semester
	Evaluation of course/program quality/instructor (ie., syllabi, handouts, student evaluations, peer evaluations)	Division Heads	Program coordinator/Academic Council/Asst Provost-SS/Assoc Provost	Semester
	Evaluation of enrollment figures of course/program	Student Services	Program coord/Academic Council/Asst Provost-SS/Assoc Provost	Semester

C. INSTRUCTIONAL PROGRAM QUALITY AND DEVELOPMENT (Continued)

BEST COPY AVAILABLE

C. INSTRUCTIONAL PROGRAM QUALITY AND DEVELOPMENT

OUTCOME (purpose number)	POSSIBLE ASSESSMENT TOOL	DATA COLLECTOR	USER	SUGGESTED TIME LINE
6. Assessment of existing programs *(e) Student Goal Attainment* *(b) Persistence (Fall to Fall)* *(c) Degree Completion Rates* (17) a. Completion Rates b. Withdrawal Rates c. Placement Rates *(f) Number & Rate Who Transfer* *(g) Performance After Transfer* (3) Ability to Complete (4) Maintenance of Records *(h) Client Assessment/Programs* (9) Program Quality & Fees 7. Plan, implement, assess new programs *(e) Employer Assessment of Students* (17) a. Completion Rates c. Placement Rates e. Student Enrollment Goals *(i) Responsiveness to Community Goals* (17) a. Completion Rates	Documentation of Planning and assessment activities	Outcomes Assessment Committee	IE/Academic Council/Ass Provost/IASP	Semester
	Survey of students-formalized "Pre & Post" student goal surveys within classroom; "Pre" will ask why student is taking the class, "Post" will ask student if course met expectations	Business Cluster & IE	Business Cluster & IE	Pilot second 8 weeks, Spring 1996; begin Fall 1996
16. Intra campus coordination, communication, cooperation Communication Committees	Documentation of coordination; catalog/schedule/course changes/degree requirements	Faculty/Program Coordinator/Div Heads/SS Staff & Asst Provost-SS	Faculty program coordinator/Div Heads/SS Staff & Asst Provost-SS	As needed
	Documentation of textbook selection/departmental meetings/intercampus meetings	Faculty/Staff/Div Heads/Administrative Council	Faculty/Staff/Div Heads/Administrative Council	As needed
2. Education for Transfer Students *(f) Number & Rate Who Transfer* *(g) Performance After Transfer* (3) Ability to Complete (4) Maintenance of Records	Documentation of participation in state articulation conferences	Program coordinator/Div Heads/Assoc Provost, Patsy Jackson, Articulatinn Coordinator	Program coordinator/Div Heads/Assoc Provost	As scheduled
9. Statewide articulation goals *(f) Number & Rate Who Transfer* *(g) Performance after Transfer* (3) Ability to Complete	Evidence of Student Advisement regarding transferability (ie., transfer guides, Career Center Services such as GIS/catalogs	Asst Provost-SS/Academic Council	Counselors/Asst Provost-SS	Annual

BEST COPY AVAILABLE

NEW MEXICO STATE UNIVERSITY AT ALAMOGORDO
MATRIX OF OUTCOMES, POSSIBLE ASSESSMENT TOOLS, DATA COLLECTION, DATA USE, TIME LINE
BUSINESS CLUSTER - 1995-96/1996-97

D. FACULTY/STAFF CONTRIBUTIONS AND DEVELOPMENT

OUTCOME (purpose number)	POSSIBLE ASSESSMENT TOOL	DATA COLLECTOR	USER	SUGGESTED TIME LINE
Development and Retention (5)	Individual/staff/faculty evaluations, goals, objectives	Business cluster, individual/supervisor	Business cluster, individual/supervisor	Annual-fall
	Summary of faculty/staff evaluations	Supervisors	Supervisors and above	Annual
	List of incentives for prof. development; survey of appropriateness, effectiveness, opportunities	Supervisors	Supervisors and above	Every five years
	New staff/faculty orientation and in service training/participant evaluations/program agendas	IE	Asst Provost-SS/Assoc Provost	Annual
	List: handbooks/policy manuals/resources available to faculty staff	IE	Asst Provost-SS/Assoc Provost	Annual
	Summary of professional development (ie., conferences, workshops, travel)	Supervisors	Supervisors	Annual
	Summary of (optional_ Research and creative activities	Supervisors	Supervisors and above	Annual
Public presentations by faculty/staff (11)	Collection of flyers, memos public announcements, (art shows, guest speakers, etc.)	IE & Business Cluster	Administration Business Cluster	On-going
	Survey of faculty/staff presentations	IE & Business Cluster	Administration Business Cluster	On-going
NMSU-A employees involved in community (12)	Lists of participation; taken from surveys and faculty evaluation documents (ie., club memberships, volunteer work)	Supervisors, IE & Business Cluster	Administration Business Cluster	Annual
	List of incentives to public service	Supervisors, IE & Business Cluster	Administration Business Cluster	Annual
	Faculty Survey	Supervisors	Supervisors and above	Fall 1995

BEST COPY AVAILABLE

NEW MEXICO STATE UNIVERSITY AT ALAMOGORDO
MATRIX OF OUTCOMES, POSSIBLE ASSESSMENT TOOLS, DATA COLLECTION, DATA USE, TIME LINE
BUSINESS CLUSTER - 1995-96/1996-97

E. RESEARCH AND DEVELOPMENT

OUTCOME (purpose number)	POSSIBLE ASSESSMENT TOOL	DATA COLLECTOR	USER	SUGGESTED TIME LINE
6. Assessment of existing programs *(a) Student Goal Attainment* (17) e. Student Enrollment Goals *(b) Persistence (Fall to Fall)* (5) Maintenance of Records *(c) Degree Completion Rates* (17) a. Completion Rates b. Withdrawal Rates d. Pass/Licensure Rates *(d) Placement Rate in the Work Force* (17) c. Placement Rates *(e) Employer Assessment of Students* (17) d. Pass/Licensure Rates *(f) Number & Rate Who Transfer* *(g) Performance After Transfer* (3) Ability to Complete (5) Maintenance of Records *(h) Success, Subsequent, Related Course work* (3) Ability to complete *(k) Client Assessment of Programs & Services* (9) Program Quality & Fees (10) Job & Licensing Information *(l) Responsiveness to Community Needs* *(m) Participation Rate in Service Area* 7. Plan, implement, assess new programs *(e) Employer Assessment of Students* (17) a. Completion Rates c. Placement Rates d. Pass/Licensure Rates e. Student Enrollment Goals *(l) Demonstration of Critical Literacy Skills* *(j) Demonstration of Citizenship Skills* *(l) Responsiveness to Community Needs*	New Student Data Form	Student Services/IE	Program Coord/Div Heads/Assoc Provost/ Asst Provost-SS/IE	Ongoing beginning Fall 1995
	Completer studies through VISTA and Lonestar includes persistence, completion rates, transfer evaluation	IE	Program Coord/Div Heads/Assoc Provost/ Asst Provost-SS/IE	In development-starting Spring 1996
	Withdrawal Survey-ACT	Student Services/IE	Program Coord/Div Heads/Assoc Provost/ Asst Provost-SS/IE	In development-starting Spring 1996
	Placement survey	Student Services Placement Office	Program Coord/Div Heads/Assoc Provost/ Asst Provost-SS/IE	In development
	Employer Survey	Business Cluster/IE	Program Coord/Div Heads/Assoc Provost/IE	In development-starting Spring 1996
	Alamogordo Community Poll	Outcomes Assessment Committee/IE	Program Coord/Div Heads/Assoc Provost/ Asst Provost-SS/IE/Outcomes Assessment Committee	Spring 1996
	Student Satisfaction Inventory/Noel-Levitz	Outcomes Assessment Committee/IE/Business Cluster	Program Coord/Div Heads/Assoc Provost/ Asst Provost-SS/IE/Outcomes Assessment Committee	Pilot November 1995
	Faculty Survey	IE	Administration	November 1995

BEST COPY AVAILABLE

NEW MEXICO STATE UNIVERSITY AT ALAMOGORDO
MATRIX OF OUTCOMES, POSSIBLE ASSESSMENT TOOLS, DATA COLLECTION, DATA USE, TIME LINE
BUSINESS CLUSTER - 1995-96/1996-97

F. COMMUNITY RELATIONS

OUTCOME (purpose number)	POSSIBLE ASSESSMENT TOOL	DATA COLLECTOR	USER	SUGGESTED TIME LINE
11. Contribution to cultural activities by sharing resources *(m) Participation Rate in Service Area* Public Service & Public Performance by Student/s Student Organizations (11)	Collections of flyers, memos, public announcements, news items	Information Services/IE/Program coordinators	Program coordinators/Business Cluster	Ongoing
12. Community involvement/ leadership on part of staff *(l) Responsiveness to Community Needs*	List of advisory boards and members	Program coordinator	Asst Provost-SS/Associate Provost	On-going
	Minutes of committees that include committee members	IE	Administration	On-going
	Documentation of other community activities, joint projects supporting the institution (Co-op)	IE/Career Counselor	Administration/Business Cluster	On-going
Determine needs for versatile approach (12)	Alamogordo Community Poll	Outcomes Assessment Committee	Administration	Spring 1996
	List of needs assessment activities/advisory boards' input	Business Cluster	Business Cluster/Div Heads	Spring 1996
13. Adaptive approach meeting educational area needs *(k) Client Assessment/Programs* (9) Program Quality & Fees (17) e. Student Enrollment Goals *(l) Responsiveness to Community Needs*	Report on innovative scheduling	Business Cluster/Div Heads	Program Coord/Div Heads/Asst Provost-SS/Associate Provost/IE	Annual
	New Student Data Form	Student Services/IE	Business Cluster/Program Coord/Div Heads	Ongoing-starting Fall 1995
	Student Satisfaction Inventory-Noel/Levitz	Business Cluster/IE	Business Cluster/Program Coord/Div Heads	Pilot November 1995
	Alamgordo Community Poll	Outcomes Assessment Committee	Business Cluster/Program Coord/Div Heads	Spring 1996

F. COMMUNITY RELATIONS-Continued

F. COMMUNITY RELATIONS

OUTCOME (purpose number)	OUTCOME (purpose number)	DATA COLLECTOR	USER	SUGGESTED TIME LINE
15. **Assistance to business, industry, governmental agencies Needed programs** *(I) Responsiveness to Community Needs*	Student Satisfaction Inventory	Business Cluster	Division Head	Pilot November 1995
	Analysis of effectiveness of program	Program Coordinator	Division Head	Fall 1995-Fall 1997
	Statistics on enrollments, graduates	Asst Provost-SS/Program Coordinator/IE	Program Coordinator/Asst Provost-SS/Assoc Provost	Semester
	Alamogordo Community Poll	Outcomes Assessment Committee	Business Cluster/Program Coordinator/Div Heads	Spring 1996
15. **Assistance to business, industry, governmental agencies Provided programs** *(k) Client Assessment of Programs And Services*	List of Business Cluster Programs	Business Cluster	Program Coordinator/ Div Head/Assoc Provost	Spring 1996
	List of Business Cluster events	Business Cluster	Program Coordinator/ Div Head/Assoc Provost	Spring 1996

BEST COPY AVAILABLE

NEW MEXICO STATE UNIVERSITY AT ALAMOGORDO
MATRIX OF OUTCOMES, POSSIBLE ASSESSMENT TOOLS, DATA COLLECTION, DATA USE, TIME LINE
BUSINESS CLUSTER - 1995-96/1996-97

F. SPECIAL CONSTITUENCIES

OUTCOME (purpose number)	POSSIBLE ASSESSMENT TOOL	DATA COLLECTOR	USER	SUGGESTED TIME LINE
13. Adaptive approach meeting educational area needs Satisfy different types *(I) Responsiveness to Community Needs* (17) e. Student Enrollment Goals	Report on scheduling to meet community needs	See Section F - COMMUNITY RELATIONS		
	Summary of Business Cluster Activities			
	Summary of time, locations, special content courses, outreach programs			
	Documentation of Special Student Services to the handicapped/ethnic, minorities, etc.	See Section B - STUDENT DEVELOPMENT		
	Documentation of # of military served *(Military Tuition Assistant Forms)*			
	Documentation of # of military/family members served *(New Student Data Form and Active Duty Military Tuition Residence Form)*			
	list of student organizations	Business Cluster/Program coordn /advisor	Business Custer/Asst Provost-SS	Spring 1996

BEST COPY AVAILABLE

NEW MEXICO STATE UNIVERSITY AT ALAMOGORDO
MATRIX OF OUTCOMES, POSSIBLE ASSESSMENT TOOLS, DATA COLLECTION, DATA USE, TIME LINE
BUSINESS CLUSTER - 1995-96/1996-97

H. INSTITUTIONAL CLIMATE

OUTCOME (purpose number)	POSSIBLE ASSESSMENT TOOL	DATA COLLECTOR	USER	SUGGESTED TIME LINE
16. Intra campus coordination, communication, cooperation Communication	Collection of memos, communications	Retained by individual members of the Business Cluster	Business Cluster	On-going
16. Intra campus coordination, communication, cooperation Committees	List of membership of standing committee related to Business Cluster	Business Cluster	Business Cluster/Div Head	Spring 1996

ATTACHMENT C

TO: BUSINESS CLUSTER COMMITTEE FEBRUARY 13, 1996
MS. MARY WALLER, DIVISION HEAD 1330 HOURS

SUBJECT: PROGRESS REPORT

FROM: FRANCISCO AGUIRRE, COMMITTEE CHAIRPERSON

The meeting was called to order at 1:45 PM. Members present were Francisco Aguirre, Danny Taylor, Jim Erbes, Margaret Hall, and Robert Rowe. Guests were Linda Hawkins and Leisa Bryant-Gonzalez.
The purpose of the meeting was to ascertain where we stand and to review the results of the Student Satisfaction Inventory conducted in the fall semester 1995.

I: Linda Hawkins from the Office of Institutional Effectiveness passed out copies of the Business Cluster Student Satisfaction Inventory. She then gave a brief explanation. Members are to read and attempt to develop ways and means to extract strengths and concerns from the survey. We will then work to develop action plans or recommendations if the areas are outside our domain.
We need to focus specifically on the questions the business cluster developed. At first review we are well within the relevant range and the data validates our hypothesis that we are doing well as a discipline and as an institution.

II: To develop an on-going assessment framework, we are looking at developing a pre and post survey instrument building on what most instructors are doing presently. I, for example, ask students some facts and their expectations. If all business faculty members did the same, we could use the Office of Institutional Effectiveness to collate the data into useful information to determine student satisfaction on a continuous basis.

The item was tabled until our next meeting, March 12, at 1:30 PM in the Business Cluster Conference Room.

III: The Community Needs survey will be mailed out March 19, 1996. The Business Cluster should be able to use some information from this survey in developing training/certification programs as well as modification of curriculum if required.

The Employer - Business Needs/Satisfaction survey is behind the time line as the Community Needs survey for the entire institution is tying up the Office of Institutional Effectiveness staff. We hope to work on this item as soon as the Community Needs survey is complete.

Meeting Adjourned at 3:30 PM. Next scheduled meeting is March 12 at 1:30 PM.

cc: members

NEW MEXICO STATE UNIVERSITY
ALAMOGORDO BRANCH
NMSU-A COMMUNITY SURVEY

March 19, 1996

Dear Survey Participant:

Thank you for agreeing to participate in our important survey. Our goal at New Mexico State University-Alamogordo is to meet your educational needs. The hallmark of community colleges such as ours is flexibility, adaptability, and responsiveness to local demands. Our goal is to customize our courses and services to meet the demands of local citizens.

To meet this goal, we need your help.

The attached survey is designed to tell us how you feel about NMSU-Alamogordo, its programs, and its services. It will also give us information about the type of courses you want for your educational, professional, or personal development, and when it would be convenient for you to attend classes.

Please take time to complete the survey now; it should take about ten minutes. Return the survey in the stamped, self-addressed envelope. We will not know which survey that we receive is yours. Results will be tabulated by the NMSU-A's Office of Institutional Effectiveness. The results will be presented to community advisory groups, local media and other interested organizations and individuals, and will be used to better meet the needs of our community.

Please note, if you prefer a Spanish version of this survey or prefer a LARGE PRINT version of this survey, please call 439-3714.

NMSU-Alamogordo has constantly changed and improved over the years in order to bring you improved educational services. This survey is our opportunity to find out what else the community would like from us. This is your opportunity to let us know how we can better meet your educational needs.

Thanks for your assistance. We look forward to your feedback.

Sincerely,
Charles R. Reidlinger
Charles R. Reidlinger
Provost

INSTRUCTIONS
FOR COMPLETING THE NMSU-A COMMUNITY SURVEY

PLEASE ANSWER EVERY QUESTION

One adult in your household, age 18 or over, should complete the survey. Please read each question and each of the possible responses thoroughly before answering. Note that some questions ask you to check one answer while others allow multiple answers.

THIS SURVEY IS STRICTLY CONFIDENTIAL -- DO NOT SIGN IT

When you are finished, please seal the survey in the stamped, self-addressed envelope we provided. If you would like further information about the courses or programs offered by NMSU-Alamogordo, or would like someone to contact you, please call 439-3714. Your confidentiality is assured.

THANK YOU FOR YOUR PARTICIPATION

BEST COPY AVAILABLE

NMSU-A Community Survey

Part I - Your Past Experience with NMSU-A

1. Have you ever taken a class at NMSU-A? 1. ___ Yes 2. ___ No
   - A. If yes, what is the most recent year? _____
   - B. If yes, please tell us if you were satisfied with the following areas:

(1) The quality of instruction	a. ___ Yes	b. ___ No
(2) NMSU-A's facilities/equipment	a. ___ Yes	b. ___ No
(3) Cost of classes	a. ___ Yes	b. ___ No
(4) Availability of parking	a. ___ Yes	b. ___ No
(5) Staff helpfulness	a. ___ Yes	b. ___ No
(6) Scheduling of classes	a. ___ Yes	b. ___ No
(7) Class length (# of classes)	a. ___ Yes	b. ___ No
(8) Class size	a. ___ Yes	b. ___ No
(9) Types of classes available	a. ___ Yes	b. ___ No
(10) Services (Business office, bookstore, etc.)	a. ___ Yes	b. ___ No
(11) Programs and courses	a. ___ Yes	b. ___ No
(12) Advertising and promotion	a. ___ Yes	b. ___ No

   - C. If you answered no to any item above, please comment _____

Part II - Your Educational Plans and Needs

2. Please circle a rating for how each of the following factors would influence your thoughts about taking a class at NMSU-A.

FACTOR	Would be POSITIVE	Would be NEUTRAL	Would be NEGATIVE	Don't Know
A. The quality of instruction	1	2	3	4
B. NMSU-A's facilities/equipment	1	2	3	4
C. Distance to classes	1	2	3	4
D. Cost of classes	1	2	3	4
E. Availability of parking	1	2	3	4
F. Staff helpfulness	1	2	3	4
G. Scheduling of classes	1	2	3	4
H. Class length (number of sessions)	1	2	3	4
I. Class size	1	2	3	4
J. Types of classes available	1	2	3	4
K. Programs and courses	1	2	3	4
L. Friends and family	1	2	3	4
M. Advertising and Promotion	1	2	3	4

3. From Question 2, please enter a factor, letters A through M, that would have the most positive influence in your taking a class at NMSU-A? _____

4. Please check all the factors below which might make it difficult for you to attend classes at NMSU-A.

FACTORS

___ N. Lack of time
___ O. Lack of child care
___ P. Lack of financial aid
___ Q. Lack of transportation
___ R. Don't have GED or HS Diploma
___ S. Times classes are offered
___ T. Other - Please specify _____

5. From the lists in Question 2 and Question 4, letters A through T, please enter a factor that has been, or would be, the most discouraging to you as you consider taking a class?
   Factor _____

6. Are you currently planning to continue your education? __ Yes __ No __ Undecided

7. NMSU-A offers a wide variety of academic, vocational training and enrichment programs. For each personal educational goal below, please circle whether it would be a major reason, minor reason, or not a reason you may continue your education.

	Major Reason	Minor Reason	Not a Reason
A. To increase basic reading, writing, or math skills	1	2	3
B. To learn English, Spanish or German language skills	1	2	3
C. To complete a General Educational Development (GED)	1	2	3
D. To complete a one-year or less certificate	1	2	3
E. To get a new job	1	2	3
F. To improve job skills in current job	1	2	3
G. To maintain career licensure in current job	1	2	3
H. To complete a two-year degree, no further education	1	2	3
I. To complete a two-year degree, transfer to a 4-year degree	1	2	3
J. To transfer courses to other colleges or universities	1	2	3
K. For personal enrichment and living skills for credit	1	2	3
L. For personal enrichment and living skills not for credit	1	2	3
M For wellness and fitness	1	2	3
N. To meet new people	1	2	3

8. From Question 7, letters A through N, please enter your most *important* goal if you would attend NMSU-A. _____

9. Please check all of the following programs or courses available through NMSU-A that match your most important goal?

A. ___ Personal enrichment courses
B. ___ High school equivalency (GED) courses
C. ___ Physical activities courses
D. ___ Basic English Development courses
E. ___ Basic Math Development courses
F. ___ Liberal Arts and Science courses (academic, transfer-level courses)
G. ___ Aircraft Mechanic courses
H. ___ Allied Health courses
I. ___ Animal Handling courses
J ___ Business-Related courses
K. ___ Criminal Justice courses
L. ___ Educational courses
M. ___ Electronics Technology courses
N. ___ Health & Wellness courses
O. ___ Legal Assistant courses
P. ___ Photography Technology courses
Q. ___ Social Work
R. ___ Women's Studies
S. ___ Computer-Related courses

10. From Question 9, letters A through S, please enter the course or program, that is the most *important* to you? _____

11. If you have not checked any of the above, what courses or programs could the college provide to best match your educational goals? _____

BEST COPY AVAILABLE

12. Please tell us whether each of the following will be a major source of funding your education, a minor source of funding, or not a source of funding at all.

	Major Source	Minor Source	Not a Source
A. Personal sources	1	2	3
B. Social security benefits	1	2	3
C. Veteran's benefits	1	2	3
D. Educational grants or loans	1	2	3
E. Scholarships	1	2	3
F. Reimbursement from employer	1	2	3
G. Tuition assistance	1	2	3

13. Please check which type of enrollment status you prefer.
   - A. ___ Part-time student (1 course)
   - B. ___ Part-time student (2-3 courses)
   - C. ___ Full-time student (4 courses)

14. Please check the most convenient time for you to take classes.
   - A. ___ Weekdays: 8:00 - 12 noon
   - B. ___ Weekdays: 12 noon - 1:00 p.m.
   - B ___ Weekdays: 1:00 - 4:00 p.m.
   - C. ___ Weekdays: 4:00 - 7:00 p.m.
   - D. ___ Weekdays: 5:30 - 9:00 p.m.
   - E. ___ Weekdays: 7:00 - 10:00 p.m.
   - F. ___ No preference
   - G. ___ Friday evening
   - H. ___ Saturdays: All day
   - I. ___ Saturdays: Half day
   - J. ___ Sundays: Half day
   - K. ___ Sundays: All day
   - L. ___ Other (specify) _____

   M. Please check which days of the week are best for you to take classes.
   - 1. ___ Monday
   - 2. ___ Wednesday
   - 3. ___ Friday
   - 4. ___ Sunday
   - 5. ___ Tuesday/Thursday
   - 6. ___ Tuesday
   - 7. ___ Thursday
   - 8. ___ Saturday
   - 9. ___ Mon/Wed
   - 10. ___ Mon/Wed/Friday

15. Please check where you prefer to attend a class.
   - A. ___ At the NMSU-A campus
   - B. ___ At Holloman Air Force Base
   - C. ___ At your worksite
   - D. ___ No preference

16. Please circle a rating for each source of how you prefer to find out information about NMSU-A.

	Major Source	Minor Source	Not a Source
Newspaper advertisement or articles in:			
A. Alamogordo Daily News	1	2	3
B. Thrifty Nickel	1	2	3
C. Holloman Sunburst	1	2	3
D. Class schedule inserted in the Alamogordo Daily News	1	2	3
E. Other NMSU-A publications (brochures, posters, special mailings)	1	2	3
F. NMSU-A students	1	2	3
G. College staff (counselors, instructors, etc.)	1	2	3
H. High school teachers and counselors	1	2	3
I. KYEE Radio/94.3FM	1	2	3
J. KPSA Radio/1230 AM & 92.7 FM	1	2	3
K. KZZX-KINN Radio/105.5 FM & 1270 AM	1	2	3

17. The College offers several services at no (or minimal) charge to area residents. How useful would the following services be to you as you pursue your educational goals? (Please circle a rating for each service).

Very Useful	Somewhat Useful	Not at all Useful		Were you aware of this service? Yes	No
1	2	3	A. Career Counseling	4	5
1	2	3	B. Resume preparation counseling	4	5
1	2	3	C. Educational program planning	4	5
1	2	3	D. Financial aid counseling	4	5
1	2	3	E. Veterans Benefits counseling	4	5
1	2	3	F. Testing (GED, etc.)	4	5
1	2	3	G. Small Business Development Center	4	5
1	2	3	H. Literacy Training	4	5

Part III - Some Information about Yourself and Your Household

18. Please check below which best describes your household.
   - a. ___ I am living alone as a single, divorced, separated or widowed.
   - b. ___ I am part of a couple.
   - c. ___ I prefer not to respond

19. What is your age? _____ years

20. What is your gender? ____ Male ____ Female

21. Please check how you describe yourself.
   - ___ A. Asian
   - ___ B. Black
   - ___ C. Hispanic Origin (Of any race)
   - ___ D. Native American Indian
   - ___ E. White, not of Hispanic Origin
   - ___ F. Other: _____
   - ___ G. I prefer not to respond

22. Please tell us how long have you lived in the Alamogordo area?
   - ___ A. Less than year
   - ___ B. 1 - 5 years
   - ___ C. 6 - 10 years
   - ___ E. More than 10 years

23. In what community, town, or city do you currently work?
   - ___ A. Alamogordo
   - ___ B. Cloudcroft, High Rolls, Sunspot
   - ___ C. El Paso
   - ___ D. Holloman Air Force Base
   - ___ E. Las Cruces
   - ___ F. Ruidoso or Mescalero
   - ___ G. Tularosa
   - ___ H. White Sands Missile Range
   - ___ I. Other

24. Please indicate the kind of work you do, not the company you work for.

_____

BEST COPY AVAILABLE

25. Please check all items below that best describes what you are currently doing.
- ___ A. I work full-time (40+ hours/week)
- ___ B. I work part-time (under 40 hours/week)
- ___ C. I am continuing my education
- ___ D. I am serving in the armed forces
- ___ E. I am retired
- ___ F. I am caring for a home and family
- ___ G. I am unemployed
- ___ H. Other _____

26. From Question 25, letters A through H, please enter the letter that describes your primary status. _____

27. Please check the highest level of academic study you have completed.
- ___ A. 9th grade or less
- ___ B. 9th to 12th grade, no diploma
- ___ C. High school graduate or GED
- ___ D. Some college (no degree completed)
- ___ E. Vocational/Technical school degree
- ___ F. 2-year college graduate
- ___ G. 4 year college graduate
- ___ H. Some graduate school
- ___ I. Master's Degree
- ___ J. Doctoral Degree

28. Do you have a degree or certificate from NMSU-A?
- ___ A. Yes
- ___ B. No

29. How many adults, age 18 and older, live at home? _____

30. Age of children at home:
- ___ A. How many children under 6 years at home?
- ___ B. How many children between the ages of 6 and 17 live at home?
- ___ C. How many children 17 years or older are currently attending NMSU-A?
- ___ D. How many 17 or older are currently attending college elsewhere?
- ___ E. How many children 17 or older live with you are not attending college?

31. Please check the most common way you keep informed about local issues.
- ___ A. Through the newspaper
- ___ B. Through the radio
- ___ C. From word of mouth
- ___ D. From contact with local officials/staff
- ___ E. From television
- ___ F. Other (please specify)_____

32. In order to help us evaluate your expectations of NMSU-A and what your future needs will be, we would appreciate it if you would check below what you estimate your combined total gross (before taxes) household income will be for 1996?
- A. ___ I prefer not to respond
- B. ___ Less than $10,000 (up to $833 per month)
- C. ___ From $10,000 to $24,999 (from $833 to $2,082 per month)
- D. ___ From $25,000 to $49,999 (from $2,083 to $4,167 per month)
- F. ___ From $50,000 to $74,999 (from $4,168 to $6,250 per month)
- G. ___ $75,000 or more ($6,251 or more per month)

Part IV- Your Turn

33. Do you feel that this survey will encourage you to think of NMSU-A as a resource as you pursue your goals?
- A. ___ Yes
- B. ___ No
- C. ___ Maybe

34. Overall, what do you think about NMSU-A? We welcome any comments, suggestions or concerns you may have for the faculty and staff of NMSU-A. Please use the space below or attach an additional page.

Please fold your completed survey and place in the enclosed stamped self-addressed envelope and mail back to us. If you have questions about the programs and services mentioned in the survey and would like someone to contact you, call 439-3714 or write to us at NMSU-A, P. O. Box 477, Alamogordo, New Mexico 88311-0477.

Thank you, again, for your participation in this community survey.

[d:\...\csfinal.196]

BEST COPY AVAILABLE

NOEL·LEVITZ

SAMPLE

Copyrighted items and material

STUDENT SATISFACTION INVENTORY™

Community, Junior and Technical College Version

Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D.
Copyright 1994, Noel Levitz Centers, Inc. All rights reserved.

Dear Student,

Your institution is interested in systematically listening to its students. Therefore, your thoughtful and honest responses to this inventory are very important.

You are part of a sample of students carefully selected to share feedback about your college experiences thus far. Your responses will give your campus leadership insights about the aspects of college that are important to you as well as how satisfied you are with them.

To preserve confidentiality, your name is not requested.

— Thank you for your participation.

Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Erase changes completely and cleanly.
- Completely darken the oval that corresponds to your response.

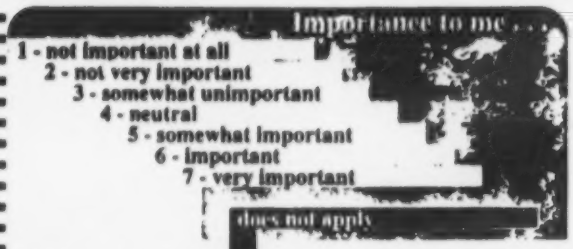
Each item below describes an expectation about your experiences on this campus. On the *left*, tell us how <u>important</u> it is for your institution to meet this expectation. On the *right* tell us how <u>satisfied</u> you are that your institution has met this expectation.

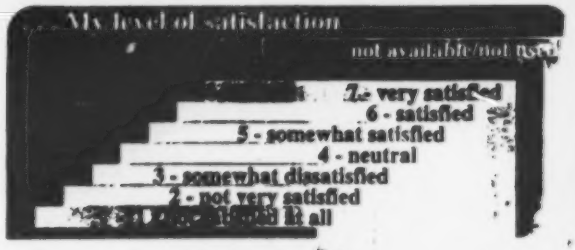
Importance		My level of satisfaction
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important		not available/not used 7 - very satisfied 6 - satisfied 5 - somewhat satisfied 4 - neutral 3 - somewhat dissatisfied 2 - not very satisfied 1 - not satisfied at all
does not apply		
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	1. Most students feel a sense of belonging here.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	2. Faculty care about me as an individual.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	3. The quality of instruction in the vocational/technical programs is excellent.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	4. Security staff are helpful.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	5. The personnel involved in registration are helpful.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	6. My academic advisor is approachable.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	7. Adequate financial aid is available for most students.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	8. Classes are scheduled at times that are convenient for me.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	9. Internships or practical experiences are provided in my degree/certificate program.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	10. Child care facilities are available on campus.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	11. Security staff respond quickly in emergencies.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	12. My academic advisor helps me set goals to work toward.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	13. Financial aid awards are announced to students in time to be helpful in college planning.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	14. Library resources and services are adequate.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	15. I am able to register for classes I need with few conflicts.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	16. The college shows concern for students as individuals.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	17. Personnel in the Veterans' Services program are helpful.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	18. The quality of instruction I receive in most of my classes is excellent.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	19. This campus provides effective support services for displaced homemakers.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
① ② ③ ④ ⑤ ⑥ ⑦ ⓪	20. Financial aid counselors are helpful.	① ② ③ ④ ⑤ ⑥ ⑦ ⓪

PLEASE DO NOT MARK IN THIS AREA

1155

BEST COPY AVAILABLE

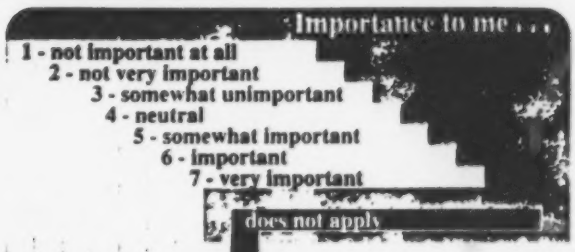

Importance to me . . .
1 - not important at all
2 - not very important
3 - somewhat unimportant
4 - neutral
5 - somewhat important
6 - important
7 - very important
does not apply

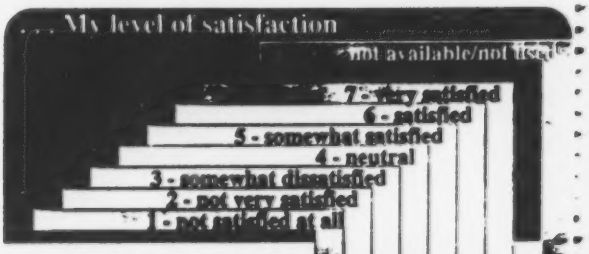


① ② ③ ④ ⑤ ⑥ ⑦	21.	There are a sufficient number of study areas on campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	22.	People on this campus respect and are supportive of each other.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	23.	Faculty are understanding of students' unique life circumstances.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	24.	Parking lots are well-lighted and secure.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	25.	My academic advisor is concerned about my success as an individual.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	26.	Library staff are helpful and approachable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	27.	The campus staff are caring and helpful.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	28.	It is an enjoyable experience to be a student on this campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	29.	Faculty are fair and unbiased in their treatment of individual students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	30.	The career services office provides students with the help they need to get a job.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	31.	The campus is safe and secure for all students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	32.	My academic advisor is knowledgeable about my program requirements.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	33.	Admissions counselors accurately portray the campus in their recruiting practices.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	34.	Computer labs are adequate and accessible.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	35.	Policies and procedures regarding registration and course selection are clear and well-publicized.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	36.	Students are made to feel welcome on this campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	37.	Faculty take into consideration student differences as they teach a course.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	38.	The student center is a comfortable place for students to spend their leisure time.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	39.	The amount of student parking space on campus is adequate.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	40.	My academic advisor is knowledgeable about the transfer requirements of other schools.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	41.	Admissions staff are knowledgeable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	42.	The equipment in the lab facilities is kept up to date.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	43.	Class change (drop/add) policies are reasonable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	44.	I generally know what's happening on campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	45.	This institution has a good reputation within the community.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	46.	Faculty provide timely feedback about student progress in a course.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	47.	There are adequate services to help me decide upon a career.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	48.	Counseling staff care about students as individuals.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	49.	Admissions counselors respond to prospective students' unique needs and requests.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	50.	Tutoring services are readily available.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	51.	There are convenient ways of paying my school bill.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	52.	This school does whatever it can to help me reach my educational goals.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	53.	The assessment and course placement procedures are reasonable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	54.	Faculty are interested in my academic problems.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	55.	Academic support services adequately meet the needs of students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	56.	The business office is open during hours which are convenient for most students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	57.	Administrators are approachable to students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	58.	Nearly all of the faculty are knowledgeable in their fields.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	59.	New student orientation services help students adjust to college.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	60.	Billing policies are reasonable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	61.	Faculty are usually available after class and during office hours.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	62.	Bookstore staff are helpful.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	63.	I seldom get the "run-around" when seeking information on this campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	64.	Nearly all classes deal with practical experiences and applications.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	65.	Students are notified early in the term if they are doing poorly in a class.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	66.	Program requirements are clear and reasonable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	67.	Channels for expressing student complaints are readily available.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	68.	On the whole, the campus is well-maintained.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	69.	There is a good variety of courses provided on this campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	70.	I am able to experience intellectual growth here.	① ② ③ ④ ⑤ ⑥ ⑦

BEST COPY AVAILABLE

Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 71 - 80 is provided as a response area for those additional questions. Continue on to item 81 when you have completed this section.


Importance to me . . .
1 - not important at all
2 - not very important
3 - somewhat unimportant
4 - neutral
5 - somewhat important
6 - important
7 - very important
does not apply


. . . My level of satisfaction
not available/not applicable
7 - very satisfied
6 - satisfied
5 - somewhat satisfied
4 - neutral
3 - somewhat dissatisfied
2 - not very satisfied
1 - not satisfied at all

(If items 71-80 not available, skip to item 81.)

71.		71.
72.		72.
73.		73.
74.		74.
75.		75.
76.		76.
77.		77.
78.		78.
79.		79.
80.		80.

How satisfied are you that this campus demonstrates a commitment to meeting the needs of:

81.	Part-time students?	81.
82.	Evening students?	82.
83.	Older, returning learners?	83.
84.	Under-represented populations?	84.
85.	Commuters?	85.
86.	Students with disabilities?	86.

How important were each of the following factors in your decision to enroll here?

87.	Cost
88.	Financial aid
89.	Academic reputation
90.	Size of institution
91.	Opportunity to play sports
92.	Recommendations from family/friends
93.	Geographic setting
94.	Campus appearance
95.	Personalized attention prior to enrollment

Choose the one response that best applies to you and darken the corresponding oval for each of the questions below.

96. So far, how has your college experience met your expectations?
① Much worse than I expected
② Quite a bit worse than I expected
③ Worse than I expected
④ About what I expected
⑤ Better than I expected
⑥ Quite a bit better than I expected
⑦ Much better than I expected

97. Rate your overall satisfaction with your experience here thus far.
① Not satisfied at all
② Not very satisfied
③ Somewhat dissatisfied
④ Neutral
⑤ Somewhat satisfied
⑥ Satisfied
⑦ Very satisfied

98. All in all, if you had it to do over again, would you enroll here?
① Definitely not
② Probably not
③ Maybe not
④ I don't know
⑤ Maybe yes
⑥ Probably yes
⑦ Definitely yes

CONTINUE TO THE NEXT PAGE

BEST COPY AVAILABLE

Choose the one response that best describes you and darken the corresponding oval for each of the items below.

99. Gender:
1. Female
2. Male

100. Age:
1. 18 and under
2. 19 to 24
3. 25 to 34
4. 35 to 44
5. 45 and over

101. Ethnicity/Race:
1. African-American
2. American Indian or Alaskan Native
3. Asian or Pacific Islander
4. Caucasian/White
5. Hispanic
6. Other
7. Prefer not to respond

102. Current Enrollment Status:
1. Day
2. Evening
3. Weekend

103. Current Class Load:
1. Full-time
2. Part-time

104. Class Level:
(Years in attendance at this college)
1. 1 or less
2. 2
3. 3
4. 4 or more

105. Current GPA:
1. No credits earned
2. 1.99 or below
3. 2.0 - 2.49
4. 2.5 - 2.99
5. 3.0 - 3.49
6. 3.5 or above

106. Educational Goal:
1. Associate degree
2. Vocational/technical program
3. Transfer to another institution
4. Certification (initial or renewal)
5. Self-improvement/pleasure
6. Job-related training
7. Other

107. Employment:
1. Full-time on campus
2. Part-time off campus
3. Full-time on campus
4. Part-time on campus
5. Not employed

108. Current Residence:
1. Residence hall
2. Own house
3. Rent room or apartment off campus
4. Parent's home
5. Other

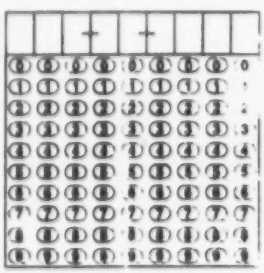
109. Residence Classification:
1. In-state
2. Out-of-state
3. International (not U.S. citizen)

110. Disabilities:
Physical disability or a diagnosed learning disability?
1. Yes
2. No

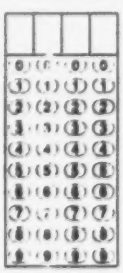
111. When I entered this institution, it was my:
1. 1st choice
2. 2nd choice
3. 3rd choice or lower

Your **confidentiality** on this instrument is ensured. Your Social Security Number is requested for research purposes and **will not** appear on any report.

Social Security Number:
Write your Social Security number in the nine spaces of the box provided. Completely darken the corresponding oval.



112. Major:
Fill in major code from list provided by your institution.



113. Item requested by your institution:
1.
2.
3.
4.
5.
6.

Thank you for taking the time to complete this inventory.
Please do not fold.

PLEASE DO NOT MARK IN THIS AREA

1155

BEST COPY AVAILABLE

Printed in U.S.A. Mark Reflex® by NCS MN100241:321 AHR06

ATTACHMENT F

NEW STUDENT DATA FORM

TO OUR NEW STUDENTS: Welcome to NMSU-A and THANK YOU... for taking time and effort to carefully answer the questions below. We want to be accountable to our students and the community we serve. State agencies and federally funded programs require us to collect information on our students as a group. We would appreciate it if you would tell us the reasons why you are attending NMSU-A. This information will help us to determine what we need to do to help you in the future. Your participation is in this survey is voluntary and all information obtained will be kept confidential. Your name will not be included as part of any report generated from this study. Again, thank you very much for providing this information.

SOCIAL SECURITY NUMBER

1. Type of courses you plan to take this coming semester: *(Mark ONLY one)* **Date** _____

- ☐ Primarily traditional freshman/sophomore **transfer** courses
- ☐ Courses related to my own **personal interest** or pleasure
- ☐ Am **uncertain** about my general educational plans and courses I intend to take
- ☐ Primarily **job related skills** courses: *(Mark the most IMPORTANT reason)*
  - ☐ to get a job
  - ☐ to improve skills in my current job
  - ☐ to get a better job
  - ☐ to maintain career licensure

Current Employer

_____

This question is optional. We want to check with local employers' about their educational needs. May we contact your employer?

☐ No ☐ Yes

2. Degrees and certificates you plan to earn:

- ☐ I do **not plan to earn** any **degrees** or **certificates**.
- ☐ I am **uncertain** about whether or not I will earn any degrees or certificates. If yes, skip to question 4.
- ☐ I plan to earn the following: *(Mark ANY AND ALL that apply)*
  - ☐ **Certificate**
  - ☐ **Associate Degree**
  - ☐ **Bachelors Degree**
  - ☐ **Graduate Degree**

3. Specific program of study you plan to COMPLETE at NMSU-A: *(Please mark All that apply)*

ASSOCIATE DEGREE

1. ☐ Associate of Arts
2. ☐ Criminal Justice Associate Degree
3. ☐ Educational Paraprofessional Associate Degree
4. ☐ Electronics Technology Associate Degree
5. ☐ Fire Science Associate Degree
6. ☐ Legal Assistant Associate Degree
7. ☐ Microcomputer Technology Associate Degree
8. ☐ Occupational Business Associate Degree
9. ☐ Pre-Business Associate Degree
10. ☐ Secretarial Administration Associate Degree
11. ☐ Undesignated Associate Degree
12. ☐ Photographic Technology Associate Degree

CERTIFICATES

13. ☐ Medical Office Administration Certificate
14. ☐ Microcomputer Applications Certificate
15. ☐ Microcomputer Technology Certificate
16. ☐ Nursing Assistant Certificate
17. ☐ Office Skills Certificate
18. ☐ Photographic Studies Certificate
19. ☐ Secretarial Administration Certificate
20. ☐ Network Specialist Certificate

COURSES

21. ☐ Emergency Medical Technician Courses
22. ☐ FAA Aircraft Mechanic Certification Courses
23. ☐ Animal Handling Certification Courses
24. ☐ **I don't plan to complete a specific program of study**

PROGRAMS WITH LIMITED ACCESSIBILITY

25. ☐ Medical Lab Technology Associate Degree
26. ☐ Nursing Associate Degree

Are you aware that the Medical Lab Technology Associate Degree, the Nursing Assistant Certificate and the Nursing Associate Degree have special admission requirements and accept a limited number of students? ☐ No ☐ Yes

4. I plan to transfer *(If yes, please mark ALL that apply)*

- ☐ To another 2-year college
- ☐ To Community College of the Air Force (CCAF)
- ☐ To New Mexico State University - Las Cruces campus
- ☐ To another 4-year college or university

5. NMSU-A receives federal funds to help support students with special needs. If you believe that you fall into any of the categories listed below, please mark here. You may want to discuss your needs with a counselor.

☐ Person with Disabilities ☐ Displaced Homemaker ☐ Single parent

6. Would you use day care services if they were provided for a fee by NMSU-A? ☐ No ☐ Yes

7. Are you active duty military? ☐ No ☐ Yes
Are you a spouse of active duty military? ☐ No ☐ Yes
Are you a child of active duty military? ☐ No ☐ Yes

BEST COPY AVAILABLE

8. Factors that influenced you to attend NMSU-A: *(Please mark ALL apply).*

☐ Convenience ☐ Services ☐ Cost ☐ Quality ☐ Programs & Courses ☐ Friend/Family ☐ Advertising/Promotions